

AL2 2010-110

University of Alberta Library



0 1620 3450249 0

ent and teacher: Use this cover sheet for mailing or faxing.

ASSIGNMENT BOOKLET
SST1150 Social Studies 10-1
Module 4 Assignment

FOR STUDENT USE ONLY

Date Assignment Submitted:

Time Spent on Assignment:

(If label is missing or incorrect)

Student File Number:

Module Number: _____

FOR OFFICE USE ONLY

Assigned

Teacher: _____

Assignment

Grading: _____

Graded by: _____

Date Assignment Received:

**Student's Questions
and Comments**

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and module.

Teacher's Comments

Teacher

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

SOCIAL STUDIES 10-1

ASSIGNMENT BOOKLET

Learn  veryWare

Module 4: The Economics of Globalization

we explore

Social Studies 10-1
Module 4: The Economics of Globalization
Assignment Booklet
ISBN 978-0-7741-3074-5

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2008, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source and must be used as is. This courseware may be reproduced in any form, including photocopying, without the written permission of Alberta Education. Changes can be made only to content owned by Alberta Education. For more detailed information, refer to the Terms of Use Agreement. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

MODULE 4 ASSIGNMENT BOOKLET

The assignments that you complete may or may not be graded. Contact your teacher to determine which assignments will be graded.

Module 4: Section 1 Inquiry

Prosperity and Satisfaction

This is a graded activity.

In this assignment you will create a graph about the satisfaction of Canadians with their prosperity.

In a group, create and conduct a survey about aspects of the prosperity of Canada and the relative satisfaction of Canadians in your own community about their quality of life. Assign roles to each member of the group:

- recording the survey questions
- conducting the survey
- creating the graph

Incorporate elements that may represent aspects of prosperity. Your group may use some of the following elements in the survey questions. Include instructions for responses based on levels of satisfaction (for example, dissatisfied, mostly satisfied, very satisfied).

- cost of living
- wages
- employment
- home ownership
- access to social services
- disposable income
- leisure and entertainment
- prosperity in Canada
- quality of life in Canada

Survey the people in your community. Try to gather responses from people who represent diverse age groups.

Create a graph illustrating the satisfaction of your survey respondents to the different questions. Evaluate the relative satisfaction of Canadians. As a group, create a statement that reflects the information on your graph. You may wish to compare your findings with the survey conducted at cpm.org that is about Canadian attitudes towards quality of life in their province.

Scoring Criteria: Prosperity and Satisfaction (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Survey and Graph	Survey and graph are not relevant to the task. Graph is poorly designed and fails to illustrate the survey findings.	Survey and graph are mostly relevant to the task. Graph presents most of the survey results in a format that is easy to read.	Survey and graph are clearly relevant to the task. Graph is detailed and of high quality.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Evaluation of Satisfaction of Respondents	Lacks in an evaluation or presents an unsupported evaluation.	Presents an evaluation mostly supported by the graph.	Presents a detailed and thoughtful evaluation clearly supported by the graph.

Module 4: Section 1: Lesson 1: Get Focused

Geographic Location and Prosperity

Look at the map about world poverty on page 10 in the Student Module Booklet. Examine where in the world the countries of high development to **low development** are geographically located. The map shows information about how much of the population lives above or below the \$2-a-day poverty line set by the World Bank.

Create a chart and analyze the relationship between geographic location and prosperity.

Does your geographic location indicate your level of prosperity? In terms of political, economic, and geographic dimensions, you may see the following used in reference to countries:

- first world country, second world country, third world country
- developed country, developing country, less- or least developed country
- industrialized, industrializing, non-industrialized
- north and south

North and south references distinguish the location of countries above or below the equator. Is there a relationship between geographic location and the political and economic status of a country? Are the countries that are the least prosperous clustered in the same hemisphere?

1. Create a chart to organize the countries of high to extremely low poverty.

- **Step 1:** Divide your chart into two sections: a top section and a bottom section.
- **Step 2:** Use the list of countries you identified in your Notebook.
- **Step 3:** List the countries with high to medium development in the top section.
- **Step 4:** List the countries with low to extremely low development in the bottom section.

2. Analyze the geographic location of the countries and the section in which you placed each country. Put a check mark next to the countries that share the same hemisphere. Do all the countries within the same section also exist in the same hemisphere of the world?

3. Make a conclusion: To what extent is the prosperity of a country related to the hemisphere in which it is located?

Scoring Criteria: Geographic Location and Prosperity
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Chart	Most of the information does not relate to the task.	Chart presents sufficient content retrieved from the map content and countries research.	Chart presents detailed and thoughtful content retrieved from the map content and countries research.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Quality of Analysis	Analysis lacks understanding of geographic conditions and map content.	Analysis presents sufficient understanding of geographic conditions and map content to support or dispel the relationship between geographic location and prosperity.	Analysis presents complex understanding of geographic conditions and map content to support or dispel the relationship between geographic location and prosperity.

Journal: Geographic Location and Prosperity

Write a statement about the relationship between geographic location and prosperity. Can you suggest two key factors other than geographic location that support why countries in the Northern Hemisphere generally are the most prosperous?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Module 4: Section 1: Lesson 1: Explore 1**Quality of Life**

This is a required activity for Explore 1, but may not be graded by your teacher.

Explore the diverse understandings of quality of life. You may choose one or more of these tasks to complete this Explore. Do as many tasks as necessary to find a range of understandings of quality of life.

On the website Mercer.com, the 2007 top five cities in North America were all Canadian:

- Vancouver (3rd)
- Toronto (15th)
- Ottawa (tied for 18th)
- Montréal (22nd)
- Calgary (24th)

Research one of these cities. Many of these cities offer online promotional videos about their communities and promote a quality of life unique to the community. What characteristics might define quality of life in this city?

- In the Grade 10 collection, LearnAlberta.ca offers streaming videos related to globalization, quality of life, and standard of living. View the video on living conditions in the Dominican Republic – *A Tropical Paradise* (Series: 80/20 The Developing World Program 2 – 25:49).
- Review the information in Module 1 about the Karen people of Burma. How does the lack of recognition for the culture, language, and identity of the Karen people affect their quality of life?
- Review the information in Module 2 about Aboriginal efforts to establish self-government. What aspects of quality of life do Aboriginal peoples in Canada hope to improve if provided the independent political power to do so?
- Review the efforts to maintain French language and culture in Canada in Module 1. In what ways would the ability to live in this chosen language and culture reflect a high quality of life?

There is more room for your response on the following page.

Journal: Quality of Life

Many people relate quality of life to possessing material wealth. Write a Journal or Blog reflection on the range of understandings of quality of life in the world that you have also found in this Explore. What is quality of life?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 4: Section 1: Lesson 1: Explore 2

Journal: Prosperity

Write a definition of prosperity that captures the diverse understandings presented by the political leaders.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 4: Section 1: Lesson 1: Explore 3**In What Ways Is Quality of Life Shaped by Prosperity?**

Work with two other students to explore the relationship between quality of life and prosperity. Together with your partners, brainstorm what aspects or characteristics of life represent a high quality of life.

1. Individually, identify the top ten aspects that each of you value and think would ensure satisfaction with your own quality of life.

2. As a group, discuss which aspects of your quality of life require the prosperity of your country to make that high quality of life available to you.

3. Justify the relationship. Why is the prosperity of the country necessary for you to achieve the aspects of life you value for a high quality of life?

4. Together as a group, create a Venn diagram or relational diagram to describe the relationship between a country's prosperity and the desired aspects of a high quality of life.

Scoring Criteria: In What Ways Is Quality of Life Shaped by Prosperity?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Relevance of Information	Most of the information does not relate to the identified factor.	Approximately half of the information relates to the identified factor.	All of the information clearly relates to the identified factor.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Thoughtful, Interesting Reflections	Provides, at most, one reflection per question. Any reflections are likely trivial.	Reflections raise thoughtful or interesting points for half of the questions.	Reflections raise very thoughtful or interesting points for each question.

Module 4: Section 1: Lesson 2: Get Focused

Journal: Assumptions About Prosperity

Reflect on your initial impressions about prosperity when you viewed the images.

1. How logical are the assumptions you make about prosperity, identity, and citizenship?
2. Are the assumptions you make about the identity and citizenship of citizens in least prosperous countries valid?
3. People have diverse understandings of prosperity. It may be about material wealth, health, life satisfaction, and expectancy or living the kind of life you choose. Without prosperity, does your identity and citizenship have any value? Reflect on whether your own identity and citizenship is tied to what prosperity you have in your life.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 4: Section 1: Lesson 2: Explore 1

Journal: Prosperity, Identity, and Citizenship

Write a Journal or Blog reflection. Compare your own identity and citizenship to that of the children in the village countries featured in Free the Children. What difference does prosperity make on identity and citizenship?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

[illegible]

Module 4: Section 1: Lesson 3: Explore 1

Speech

Each member of your working group will create an individual assignment. Your assignment is to inform others about sustainability and what can and should be sustained. Create a speech (oral or written) in response to the Explore 1 inquiry question: What is it that we are trying to sustain?

There is room for your written speech in this Assignment Booklet. If you need more room, attach pages to this Assignment Booklet. If you create an oral speech, contact your teacher for how to submit it for marking.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Scoring Criteria: Speech
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Relevance of Information	Most of the information does not relate to the sustainability.	Most of the information is relevant to the topic of sustainability.	The information provides a detailed and well-informed understanding of sustainability.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Speech	Speech lacks organization and background.	Speech is mostly organized and provides sufficient background.	Speech is well-organized, clear, and informative.

Module 4: Section 1: Lesson 3: Explore 3
What Does Sustainable Prosperity Look Like?

Create an illustration of what sustainable prosperity looks like in your community. Consider the following questions when you create your illustration:

- In what ways does it match the understandings of the Sustainable Prosperity organization and the United Nations?
- In what ways can you also illustrate sustainable prosperity for these areas?
 - culture
 - language
 - resources
 - environment
 - quality of life

Scoring Criteria: What Does Sustainable Prosperity Look Like?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Relevance of Illustration	Most of the illustration does not relate to understandings of sustainable prosperity.	The illustration generally presents understandings of sustainable prosperity.	The illustration presents complex and thoughtful understandings of sustainable prosperity.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Creative Thinking	Lacks or has limited definitions of sustainable prosperity.	Presents some aspects of new or novel ways of defining sustainable prosperity.	Presents many aspects of new or novel ways of defining sustainable prosperity.

Module 4: Section 1: Section 1 Challenge

Ten Major Globalizing Events

This is a required activity to support your challenge but may not be graded by your teacher. A globalizing event is one that attracts the attention and possible actions of people outside of the community in which it takes place. This may be a global conference, a natural disaster or one caused by people, a conflict, or a political or economic action that has effects beyond the local borders. Some examples include NAFTA, Hurricane Katrina and the increasing price of oil, and the Kyoto Accord.

The event leads to global contact and develops a global connection beyond the geographic borders of the event's location. This contact and connection may be face-to-face or through media and communication technologies.

As a group, brainstorm ten major events that meet the following criteria:

- potential globalizing effect – attracts the attention and possible actions of people outside of the community in which it takes place
- potential global contact and connection – connects people from beyond the border of the event's location
- potential for creating or limiting sustainable prosperity – affects the prosperity of the people locally or globally

Write down your ideas in the chart. Include the following information for each event:

- Record the name of the event.
- Include details about the event.
 - Where did the event take place?
 - Who was involved?
 - When did it occur?
 - What happened?
 - Why did it happen?

- Describe the potential globalizing effect.
- Describe the potential global contact and connection.
- Describe the potential for creating or limiting sustainable prosperity.

Event	Details	Potential Globalizing Effect	Potential Global Contact and Connection	Potential for Creating or Limiting Sustainable Prosperity
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

The Most Significant Events

Identifying the Most Significant Events

As a group, complete this challenge by forming a conclusion about the events you researched.

1. Review your research and classification of the ten major globalizing events you selected.
2. Arrive at an agreed-upon conclusion about the five most significant events.
3. Select the top five events that have had the most significant impact on sustainable prosperity globally.
4. Do the events you selected mostly create or limit sustainable prosperity? Write a statement to capture your group's position about the overall impact these five events have on sustainable prosperity. Provide supporting reasons for your statement.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is more room for your response on the following page.

Classifying Events as Challenges or Opportunities

Opportunities are events that have contributed to greater sustainable prosperity for a significant number of people. Challenges are events that in some way have harmed sustainable prosperity for a large group of people. Some events may fall under both categories. In these cases your group must decide whether the total effects of the event do more to help or to hinder sustainable prosperity.

Consider the following questions when deciding where to classify the opportunities and challenges:

- Can the group or community continue to function in the same way for an indefinite period; for example, stresses on the social systems that eventually undermine long-term viability, burnout, or resentment?
- Can the initiative continue to produce economic benefit indefinitely without artificial support; for example, subsidies, grants, volunteer labour, price controls, or unfunded pensions?
- Can the physical environment cope with the demands placed on it for an indefinite period; for example, depletion of non-renewable resources, unsustainable yields, or toxic buildup?

Exchanging Lists and Statements with Other Groups

Defend your list and post your concluding statement. Invite a minimum of two other groups to present their list, statement, and supporting reasons.

Reconsidering and Revising Your Conclusions

Consider whether your group wants to revise the list or statement. If necessary, create a revised list and/or statement.

Scoring Criteria: Creating or Limiting Sustainable Prosperity?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Selection of Five Most Significant Events	Provides less than five events with limited use of the assigned criteria.	Provides five events that mostly reflect the assigned criteria.	Provides five events that reflect strongly on the assigned criteria.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Justification for Selection and Conclusion	Offers no justification for the selection or reasoned conclusion.	Offers some justification for most of the choices. Conclusion reflects reasonable support.	Offers a thoughtful justification for the choices. Conclusion reflects detailed and reasoned support.

Module 4: Section 2: Lesson 1: Get Focused

Journal: Influence of Economic Globalization on Events in Alberta

Reflect on your research and the information you gathered in the My Community activity. Write a response to the Get Focused question: In what ways are the recent economic events in Alberta connected to economic globalization? Explain.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is more room for your response on the following page.

Scoring Criteria: Speech**Module 4: Section 2: Lesson 1: Explore 1****Understandings of Economic Globalization**

Form a group with three other students to complete this Explore task.

Create a placemat of understandings of economic globalization. Choose one of the two options to complete this activity:

- Create a Word document template that has text boxes to be shared electronically, or use technology that allows you to collaborate on the same document.
- In the case of a face-to-face meeting with your group, you can use a large sheet of paper.

Use the following placemat template.



Economics of
Globalization

Step 1: Insert a text box in the middle of the document or draw a square in the middle of the paper. Put the title Economic Globalization in the text box or square. This is your group's placemat.

Step 2: Divide the document or sheet of paper into four quadrants. Assign a quadrant to each member of the group.

Step 3: Begin with individual reflections on what economic globalization means to you. Write them in your quadrant.

Step 4: Discuss all the ideas. Carry over similar ideas and write them in the centre box beside the title Economic Globalization.

Step 5: Place a star beside the ideas written in the quadrants that were not shared by all members of the group but that after your discussion, you all agreed were also an understanding of economic globalization.

Step 6: Circle the understandings that you did not all agree on.

Module 4: Section 2: Lesson 1: Explore 2

Events Leading to the Development of Contemporary Economic Globalization

Use communication tools recommended by your teacher or face-to-face meetings to form a group of two. With your partner, examine the event in context of the world after the Second World War. Follow these steps to complete your task:

Step 1: Examine and analyze a selected event from your previous reading and the time period of this event.

Step 2: Deconstruct the event and the issues of the time period.

Step 3: With your partner, research the key economic, political, and social issues and events that emerged globally after the end of the Second World War. Your reading provides some ideas of issues you may want to research further.

Step 4: Identify the key cause or motivator of the event you selected.

Step 5: Mash the event with the underlying conditions at the time.

Mashing is the mixing of two media and/or types of content. You may use technology to create a digital mash-up or a paper version that combines understandings of the event with the underlying issues and events of the time period. Discuss with your teacher how to submit your mash-up.

Scoring Criteria: Events Leading to the Development of Contemporary Economic Globalization (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Relevance of Information	Most of the information does not relate to the task.	Most of the information relates to the task.	All of the information clearly relates to the task.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Relationship Between Event and Time Period	Lacks or has limited understandings of the relationship between the event and the underlying issues and events of the time period.	Provides adequate Presents a general understanding of the relationship between the event and the underlying issues and events of the time period.	Presents a thorough understanding of the relationship between the event and the underlying issues and events of the time period.

Module 4: Section 2: Lesson 2: Get Focused
Global Giants, Economic Goals, and Practices

This is the graded activity for the Get Focused.

Choose one of the global giants. Use information from its website to complete the chart.

Global Giant:	
---------------	--

	Evident	Example
Profit is a priority of this global giant.	<input type="checkbox"/>	
The global giant decides what to produce and how.	<input type="checkbox"/>	
Supply and demand set the price.	<input type="checkbox"/>	
Competition is necessary and leads to cheaper and better products for people.	<input type="checkbox"/>	
The global giant aims to be the global leader in this industry.	<input type="checkbox"/>	

The global giant aims to expand to as many global markets in as many countries as possible.	<input type="checkbox"/>	
The global giant leads and implements the decision making and policies of the corporation in all its global locations.	<input type="checkbox"/>	
The global giant purchases smaller businesses to expand its operations.	<input type="checkbox"/>	

Scoring Criteria: Global Giants, Economic Goals, and Practices
(10 marks)

	Underdeveloped (3)	Competent (6)	Well-Developed (10)
Relevance of Information	Most of the information does not relate to the Get Focused task.	Some of the information does not relate to the Get Focused task.	Most of the information is detailed and clearly supports the Get Focused task.

Module 4: Section 2: Lesson 2: Explore 1

Historical and Contemporary Globalization

Review the ideas in Module 2 that formed the foundation of historical globalization:

- the rise of capitalism
- industrialization
- imperialism
- Eurocentrism

Review the motivations for creating the international monetary system, the World Bank, and the expansion of the free market economy at the end of the Cold War. This information can be found on the reading pages assigned in Lesson 1, pages 209 to 213 in *Perspectives on Globalization*.

Apply what you learned to create a visual presentation that compares the two versions of economic globalization. VoiceThread is an online tool you may be interested in using to create your presentation. Your presentation should respond to the following questions:

- What drove historical globalization?
- What drove the emergence of contemporary globalization?

Discuss with your teacher how to submit your visual presentation.

**Scoring Criteria: Historical and Economic Globalization
(10 marks)**

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Relevance of Information	Most of the information does not relate to the inquiry.	Most of the information relates to the inquiry.	All of the information clearly relates to the inquiry.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Comparison	Comparisons are mostly trivial.	Comparisons mostly reflect previous content on historical globalization and textbook readings on the events.	Comparisons are detailed and present clear similarities and differences between historical and contemporary globalization.

Module 4: Section 2: Lesson 2: Explore 2
Contemporary Globalization Guide

Examine the foundations and identify the ideas and factors that have most contributed to the expansion of contemporary economic globalization. The understandings you gather will help you respond to the section challenge where you are asked to take a position on greater liberalization or regulation.

- Assign the following tasks to members of your group. Create a plan of action and set a date for when you will share this information with each other. Decide how the information will be shared in a manner and format that best suits the needs of each member. Share this plan with your teacher.
 - Read about people of economic influence on pages 214 to 216 in *Perspectives on Globalization*.
 - The Commanding Heights website is linked through LearnAlberta.ca. It provides three episodes about the expansion of contemporary globalization. View Chapters 2 and 3 in Episode 1 about the emergence of the ideas of John Maynard Keynes and Friedrich Hayek.
 - View Chapters 4 and 5 in Episode 1 on the Commanding Heights website about the ideas that emerged after the First World War and the Great Depression.
 - View Chapters 6 and 7 in Episode 1 on the Commanding Heights website about the ideas that emerged after the Second World War.
 - View Chapter 8 in Episode 1 on the Commanding Heights website about Milton Friedman.
 - Read about the link between freer trade and economic globalization, the regulation of freer trade, and freer trade between Canada and the United States on pages 217 and 218 in *Perspectives on Globalization*.
 - Research free trade and freer trade agreements such as NAFTA.

- Read about international agreements on pages 229 to 235 in *Perspectives on Globalization*.
- Read about transnationals on pages 236 to 240 in *Perspectives on Globalization*.
- View the interview with Naomi Klein, the author of *No Logo: Taking Aim at the Brand Bullies*. The interview can be found in the CBC Archives.
- Read about telecommunications and transportation technologies on pages 241 to 245 in *Perspectives on Globalization*.

2. Combine your individual work to create a guide about contemporary globalization that you will share. Discuss with your teacher how to submit your guide.

Scoring Criteria: Contemporary Globalization Guide (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Guide	Provides limited information that supports understandings of contemporary globalization.	Provides sufficient information that supports understandings of contemporary globalization.	Provides comprehensive information that supports understandings of contemporary globalization.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Collaboration	Contributes limited effort and work to the group effort.	Contributes sufficient effort and work to the group effort.	Contributes substantial effort and work to the group effort.

Module 4: Section 2 Challenge

Evaluating the Economic and Environmental Implications

Consider the impacts of each event for Alberta and/or Canada and for other areas in the world. Evaluate if the economic implications are mostly positive or mostly negative. Gather information from the news articles to guide you. Justify your decision. Use the following criteria:

- whether economic gains are typically associated with negative environmental consequences
- whether positive environmental effects are typically associated with negative economic consequences
- whether economic gains or losses are typically distributed fairly between Alberta and other areas
- whether environmental gains or losses are typically distributed fairly between Alberta and other areas

Organize your work in the chart.

News Article	Economic Implications for Alberta	Environmental Implications for Alberta	Economic Implications for Other Areas	Environmental Implications for Other Areas
News Article 1: <hr/> <hr/> <hr/> <input type="checkbox"/> positive <input type="checkbox"/> negative				
News Article 2: <hr/> <hr/> <hr/> <input type="checkbox"/> positive <input type="checkbox"/> negative				
News Article 3: <hr/> <hr/> <hr/> <input type="checkbox"/> positive <input type="checkbox"/> negative				
News Article 4: <hr/> <input type="checkbox"/> positive <input type="checkbox"/> negative				

Globalization and Free Market Conditions

Write an open letter defending greater liberalization or regulation.

An open letter is addressed to the larger community and does not address one specific individual. Together with your group, write an open letter to the international community to persuade international bodies to accept your group's recommended course of action. Support your position with possible economic implications for Alberta, Canada, or other areas of the world.

[illegible]

There is more room for your response on the following page.

[illegible]

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Scoring Criteria: Globalization and Free Market Conditions (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Position	Fails to take a position on greater liberalization or regulation.	Provides a general position on greater liberalization or regulation.	Provides a clearly stated position on greater liberalization or regulation.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Support of Position	Offers no support.	Offers some justification for the position in the letter.	Offers detailed and contextual support for the position taken.

Module 4: Section 3 Inquiry

Who Enjoys Prosperity in a Globalizing World?

Use the information on the Legatum Prosperity website to create a visual presenting the prosperity of citizens living in select countries.

1. Select five countries listed in the “Legatum Prosperity Index.” Four of the five countries must be chosen from different continents.
2. Redraw the geographic size of the five countries to compare the degree of prosperity in the world. You may use technology-assisted drawing or create a paper-based drawing.

3. Create a proportional representation that illustrates the size of the country in relation to the level of prosperity.
4. Present the five countries in order of most prosperity to the least. Research the current population of each country. Label each country with its political name and current population.
5. Analyze the information presented in your visual. Is there a relationship between the geographic location, population, and level of prosperity of a country? Create a response and attach it to your visual.

Discuss with your teacher how to submit your response.

Scoring Criteria: Who Enjoys Prosperity in a Globalizing World?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Visual	Visual is limited or fails to respond to the task. Visual is vague or simplistic.	Visual mostly reflects the task as outlined. Visual presents sufficient detail and effort.	Visual clearly reflects the task as outlined. Visual is detailed and reflects significant effort.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Analysis	Lacks or has limited analysis and support for the question.	Analysis and support mostly supports the question and is mostly based on the visual.	Analysis and support clearly supports the question and is strongly related to the visual.

Module 4: Section 3: Lesson 1: Get Focused

Journal: Global Compact and Participants

Write your responses based on your review of the Global Compact.

1. Write your impressions of which businesses are on the most recent list, absent from the list, and failed to respond to the commitment.
2. Is your perception or attitude of the businesses influenced by their participation in the UN Global Compact?
3. Would it impact your consumer choices if you knew the company of your choice was on the list, absent from the list, or failed its commitment?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is room for your response on the following page.

[illegible]

Module 4: Section 3: Lesson 1: Explore 1**LDC**

The UN–OHRLLS (United Nations Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States) has created a list of LDCs (Least Developed Countries) and criteria to identify which countries fall into this category.

- a low-income criterion, based on a three-year average estimate of the gross national income (GNI) per capita (under \$750 for inclusion, above \$900 for graduation);
- a human resource weakness criterion, involving a composite Human Assets Index (HAI) based on indicators of: (a) nutrition; (b) health; (c) education; and (d) adult literacy; and
- an economic vulnerability criterion, involving a composite Economic Vulnerability Index (EVI) based on indicators of: (a) the instability of agricultural production; (b) the instability of exports of goods and services; (c) the economic importance of non-traditional activities (share of manufacturing and modern services in GDP); (d) merchandise export concentration; and (e) the handicap of economic smallness (as measured through the population in logarithm); and the percentage of population displaced by natural disasters.

Measuring Progress in Least Developed Countries © United Nations–OHRLLS & World Bank 2006

There are fifty countries on the LDC list. Select one least developed country. In addition to other research tools, you may use the document produced by the UN–OHRLLS and the World Bank online called “Measuring Progress in the LDCs: A Statistical Profile.” It provides statistical information for each of the countries.

1. Research the average gross national income per capita for the last three years.
2. Identify key issues in nutrition, health, education, and adult literacy.
3. Describe the ability of this country to manage agriculture, exports of goods and services, and manufacturing.
4. Research what membership this country holds in the United Nations and international organizations and agreements such as the WTO.
5. Research the ability of this country to participate in the use of technology.
6. Based on the criteria, identify the economic, political, and technological barriers that challenge the country’s status as an LDC and its ability to participate in the world economy.
7. Compile your research into a one-page briefing that identifies the country and presents the researched information and your conclusions.

There is room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Journal: Political, Economic, and Technological Barriers

To improve the prosperity of its citizens, least developed countries must be able to realize the opportunities of economic globalization. Based on the briefings, to what extent do barriers continue to prevent these countries from fully participating in the global economy?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 4: Section 3: Lesson 1: Explore 2

Discussion

What opportunities can economic globalization provide? As a group, prepare your response to the discussion question. Base your response on the readings and research. Your response should contain supporting evidence from your Explore task. Review the responses of other groups and provide at least one feedback with support in response to the other groups.

This is a graded assignment. It will be scored according to the Discussion rubric found in the Appendix of the Student Module Booklet.

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Module 4: Section 3: Lesson 2: Get Focused

Profit or Sustainability?

Go to the Internet and research the marketing strategies of these companies. Stop Greenwashing has a collection of ads that citizens have uploaded as evidence that profit drives a new green attitude in some of the multinational corporations.

- PepsiCo, Starbucks, and Matt Damon – H2O Africa clean water initiative and Ethos bottled water
- Coca-Cola and REPET wear and the Mount Franklin water campaign to reforest Australia
- GE and Ecomagination

- Hummer by General Motors
- President's Choice and Canada's Greenest Shopping Bag

Use the suggested Internet sites and multimedia. Examine the marketing strategies of major corporations. What objective are they advertising to consumers?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 4: Section 3: Lesson 2: Explore 1

Evidence of Improvement

What evidence of improvement can you find? Base your responses on the information you find in the World Bank interactive maps, press release, slide show, and video, along with information you find about the following:

- Is there an increase or decrease in the numbers of people with less than \$1-per-day incomes? Increase in life expectancy?
- Is there an increase or decrease in infant mortality?
- Is there an increase or decrease in the expansion of suffrage, democracy, and women's rights?
- Is there an increase or decrease in access to clean water?
- How well are LDCs coping with the Digital Divide?
- What effects have rising food prices had on LDCs?

There is more room for your response on the following page.

Scoring Criteria: Evidence of Improvement
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Evidence	Limited evidence.	Provides most of the evidence to support the questions.	Provides detailed evidence to support the questions.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Responses	Limited or missing responses.	All responses are supported by evidence.	All responses are strongly supported by detailed and relevant evidence.

Module 4: Section 3: Lesson 2: Explore 2

Who Benefits?

Use information from the suggested readings and multimedia in Explore 2 to complete an informational brochure.

Design an informational brochure for a **pro-globalization** or anti-globalization group to distribute in anticipation of the next global conference on **international trade**. Select a position from the Explore inquiry question and present your arguments for or against the role of globalization in providing prosperity.

Create criteria for the brochure that would inform the reader of the nature and forces of globalization and its challenges or opportunities in providing prosperity. Include criteria for presentation and engagement of your reader.

Write your brochure according to your criteria. Discuss with your teacher how to submit your criteria and brochure.

Scoring Criteria: Who Benefits?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Brochure	Lacks position in favour or against globalization.	Brochure mostly favours one position over another.	Brochure clearly presents a chosen position on globalization.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Criteria	Criteria is ineffective in responding to the Explore task.	Criteria is designed to mostly reflect the needs of the Explore task.	Criteria clearly define the Explore task and addresses the role of the task.

Evidence of Inequity

What evidence of inequity can you find? Base your responses on the information you find in the World Bank sources, along with information you find about the following:

1. What impact has economic globalization had on the status of poverty and income in the world?

2. What impact has economic globalization had on life expectancy?

There is more room for your response on the following page.

3. What impact has economic globalization had on prosperity?

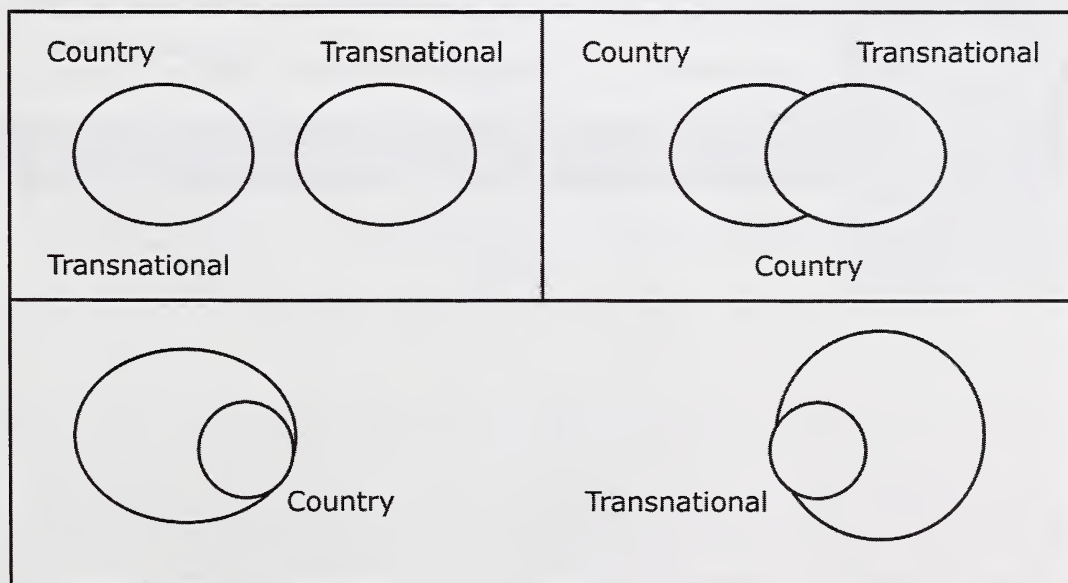
Module 4: Section 3 Challenge

Transnational Corporations and the Interests of the Country

1. Are the interests of a country and transnational corporations compatible?

Together with your group, create a relationship diagram that best presents the compatibility of the interests of a country and the transnational corporation that you researched.

Suggested diagrams:



Place the key priorities of both the country and the transnational corporation in the appropriate areas. Reflect on your diagram and the following question: Are the interests of a country and transnational corporations compatible? At the bottom of your diagram, identify the corporation and add your group's response to the question.

2. Rate the transnational corporation's performance on basic priorities.

Assess the extent to which operations of this transnational corporation supports the set of basic priorities your group has created; for example, mostly, somewhat, rarely.

Scoring Criteria: Globalization and Free Market Conditions
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Diagram	Diagram does not best reflect the extent of compatibility between the transnational corporation and the interests of the country. Lacks supporting priorities.	Diagram mostly reflects the extent of compatibility between the transnational corporation and the interests of the country. Supporting priorities are present.	Diagram clearly reflects the extent of compatibility between the transnational corporation and the interests of the country. Detailed supporting priorities are present.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Rating	Rating fails to support the content of the diagram.	Rating mostly supports the content of the diagram.	Rating clearly supports the content of the diagram.

Journal: Rank the Best and Worst Corporate Citizens

Which transnational corporations appear to be the best and the worst corporate citizens? Explain why.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

Module 4 Challenge to Take Action

Informing Yourself: Discussion

Use communication tools recommended by your teacher or face-to-face meetings to host a discussion about the actions currently underway by one of the following organizations:

- Food First Foundation, NWT
- Environic Foundation International
- Oxfam America – A Seat at the Table

Decide on a discussion format with your group and your teacher. Discuss three key actions the organization has taken to address an issue of sustainable prosperity.

Note the three key actions below.

Engaging Yourself: Journal: Reflecting on My Challenge

Share your experience, or if the event is planned for the future, explain why you are interested in participating. Reflect on the impact your participation contributed or will contribute.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the following page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Taking Action

1. Research one of the following three programs. Each program has a website that features its mission and its work and offers ideas for actions.
 - Visit the World Hunger Year website and create a local plan to address the issue of world hunger.
 - Visit the Youth Eco-Parliament website. Propose a local project in response to one of the 7 Open Letters for Youth Eco-Parliament.
 - Visit the Trickle Up website. Explore the different businesses supported by Trickle Up. Gather donations to support a Trickle Up entrepreneur.
2. Using communication and information technologies, present your local plan or project. Discuss with your teacher the most appropriate technology to use.

3. Create your own criteria for your presentation. Identify five key criteria that will best inform others of your plan and how your project will best address an issue of universal and sustainable prosperity in a globalizing world.

[illegible]

There is more room for your response on the following page.

[illegible]

**Scoring Criteria: Taking Action to Create Universal and Sustainable Prosperity
(10 marks)**

	Limited Action (2)	Sufficient Action (6)	Exemplary Action (10)
Exploration and Participation	Demonstrates limited or no interest in the issues related to globalization, sustainability, and prosperity. Displays little or no understandings gained in the issues related to globalization, sustainability, and prosperity. Provides limited or no action in the issues related to globalization, sustainability, and prosperity.	Demonstrates some interest in the issues related to globalization, sustainability, and prosperity. Displays some understandings gained in the issues related to globalization, sustainability, and prosperity. Provides visible action in the issues related to globalization, sustainability, and prosperity.	Demonstrates a motivated interest in the issues related to globalization, sustainability, and prosperity. Displays deep understandings gained in the issues related to globalization, sustainability, and prosperity. Provides innovative action in the issues related to globalization, sustainability, and prosperity.

Once you have completed all of the questions, submit your work to your teacher.